

## PROGRAM REVIEW

**Program Name:** Graduate Program in Cross-Categorical Special Education

**Program Description:** The Graduate Program in Cross-Categorical Special Education Certification (Masters) prepares graduates with an Arizona Certification to teach students with mild disabilities as part of a Masters Degree in Special Education. In most cases, students accepted into this program are teachers who already hold certification in another area and have teaching experience.

Program/Course sequence	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Meets certification requirements	Met <input type="checkbox"/>	Unmet <input checked="" type="checkbox"/>	Revise all documentation to reflect placement in K-12 classroom setting with 3 of 5 disability areas.
Unique coursework (no omnibus numbers)	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	

### Findings of the Team:

The degree program requires a minimum of thirty-eight credit hours including twenty-three credit hours of certification courses, twelve hours of required education courses including Structured English Immersion and a minimum of three credit hours of electives. Students are required to complete eight hours of student teaching.

### Courses include:

SERP 503 Special Services in Schools (3)

SERP 556 Research Methods in Education (3)

SERP 504 Cultural and Linguistic Diversity in Exceptional Learners (3)

LRC 516 Structured English Immersion (3)

SERP 502 Behavior Principles and Disability Assessment and Intervention (3)

SERP 507a Academic Assessment of Students with High Incidence Disabilities (3)

SERP 508 Teaching Students with High Incidence Disabilities (3)

SERP 509(3) and SERP 515 (3) Foundations of Emotional Disorders, Mental Retardation, Learning Disabilities, Physical/Other Health Impairments

SERP 507a, SERP 502 and SERP 515(3) Diagnosis and Assessment of Student with Mild Disabilities

SERP 502 and SERP 515 Teaching Methodologies and Strategies for Students with Disabilities

Electives: SERP 505, LRC 505, LRC 507 SERP 534, and TTE 532.

Internship: SERP 593(8)

Concern: The Master's and Bachelor Degree Programs in Cross-Categorical are not significantly different.

Multiple courses have concurrent numbers of 400/500. However, the rigor of the Master's degree program is a concern.

Please see matrix below.

<i>Coursework Numbers</i>	<i>Comments</i>
SERP 400 (pre-requisite)	Same course for Bachelor and Masters Degree Programs
SERP 402/502	Coursework is identical for Bachelor and Master's degree programs.
SERP 403/503	Coursework assignments for the Bachelor degree program is more rigorous than for the Masters degree program and are clearly aligned to the course objectives/competencies.
SERP 404/504	Comment in syllabi: Graduate level requirements include in-depth papers on aspects on current issue in the field. Graduate coursework is clearly identified in the combined syllabi for 404/504.
SERP 407a/507a	Additional rigor is not evident in Master's degree program.
SERP 508	Masters degree program only. However, the course syllabi states: "An in depth, comprehensive assignment for master's and doctoral level students designed to reflect six weeks of work." Further information was not provided in the syllabi regarding this assignment. Syllabi indicates a concurrent registration for graduate students in SERP 593 (student teaching). Is this course offered to undergraduates?
SERP 409/5089  SERP 415/515	According to syllabi, each graduate student will be required to read an article from a referenced professional journal and conduct a brief presentation to the class for a total of 10 points.  Comment included in the graduate program states that the course requirements are modified in the following ways for undergraduate students. However, the Step 2 submission to ADE for the undergraduate program does not reflect these modifications.

Students are evaluated using the Internship evaluation form during Student Teaching rather than the College of Education Student Teaching Evaluation. SERP 593 catalog description states: ["Internship (1-12) Internship (Credit varies). Specialized work consisting of individual training and practice in actual service in a technical, business or government establishment. Under the Section entitled Scheduling Internship and Time Requirements (SERP 593) the verbiage states: "Interns are required to complete an 8 week full-time internship experience during the last semester of their program. The placement must be in a school classroom setting that includes students with three of the following five disability areas: mental retardation, emotional disability, specific learning disability, orthopedic impairments, and other health impairments." The Program of Study states: "Student with at least three of the five disability categories."

Citation(s) in State Board Rule (if applicable):

**R7-2-604.01 (A):** At a minimum, the professional preparation program shall include training in the standards described in R7-2-602 and R7-2-603, a capstone experience, and **alignment with national standards**.

**R7-2-604.01 (C) (1):** Provide the Department with a description of the program being considered for Board approval. This shall include, at a minimum, the criteria for student entry into the program, a summary of the **program course sequence**, descriptions of all required courses, and **verification that the program requires courses that are necessary to obtain a full Structured English Immersion endorsement**.

**R7-2-614 (B); (C); (D):** **Three years of verified teaching experience** in grades Prekindergarten-12 (administrator certification only).

Recommendation(s):

Review graduate program to increase rigor.

Evidence used for decision:

- Step 2 submission

If Unmet, further action required:

Within 30 days of State Board approval, review and revise all documents to ensure that the student teaching component is clearly aligned with State Board rule (placement and credit hours). This includes catalog, websites, promotional materials, and syllabi.

## **COURSE INFORMATION**

All syllabi provided	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Course description	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Alignment to Arizona Professional Teaching Standards	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Alignment to national standards	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Topics/objectives clearly identified	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Competencies clearly identified	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	

### Findings of the Team:

Course descriptions were embedded in all course syllabi.

Course competencies were aligned to the Arizona Professional Teaching Standards at the standard and indicator levels.

Course competencies were aligned to the CEC Standards at both the Content Standard and Knowledge and Skills levels.

Course objectives were not consistently measureable. For example: competencies included: understand, learn, demonstrate competency.

Concern: SERP 508 covers only the elementary level when this certificate is K-12.

### Citation(s) in State Board Rule (if applicable):

**R7-2-604.01 (C) (1):** Provide the Department with a description of the program being considered for Board approval. This shall include, at a minimum, the criteria for student entry into the program, a summary of the program course sequence, descriptions of all required courses, and verification that the program requires courses that are necessary to obtain a full Structured English Immersion endorsement.

### Recommendation(s):

Review all course objectives and competencies to ensure that they are measureable.

Review and revise SERP 508 to include requirements in grades 9-12.

Evidence used for decision:

- Syllabi

If Unmet, further action required:

### **BENCHMARK/SIGNATURE ASSIGNMENTS**

Clearly identified for each course	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	See comment below.
Align with evidence on program matrix	Met <input type="checkbox"/>	Unmet <input checked="" type="checkbox"/>	

#### Findings of the Team:

SERP 409/509 benchmark assignments were not clearly identified. Syllabi states: "Course Evaluation/Benchmark Assignments". Identified beneath this heading are attendance, application essays, weekly quizzes, review paper, article presentation and final exam. However, the Assessment documentation submitted as part of the Step 2 Review indicates "Application Essays".

#### Citation(s) in State Board Rule (if applicable):

**R7-2-604.01 (C) (3):** Provide the Department with a description of the assessment plan for measuring competencies in coursework and field experience. The plan shall require, at a minimum, that **candidates demonstrate competencies as articulated in R7-2-602 and R7-2-603 and relevant national standards. This plan shall also describe processes for utilizing performance-based assessments** and for providing candidates with necessary remediation.

**R7-2-604.01 (C) (5):** Provide the Department with a program matrix that demonstrates that **program coursework assessments**, field experiences and capstone experiences align with relevant standards as articulated in R7-2-602 or R7-2-603 and with applicable national standards.

#### Recommendation(s):

Review all coursework to ensure that benchmark assignments are clearly identified and assess candidate competency in meeting State and National Standards.

#### Evidence used for decision:

- Syllabi

#### If Unmet, further action required:

Review and align course syllabi, assessment matrix and program matrix within 30 days of State Board approval. Specific benchmark assignments must be aligned with standards and indicators.

### **RUBRICS FOR BENCHMARK/SIGNATURE ASSIGNMENTS**

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Clearly identified for each benchmark/signature assignment	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Clearly identified criteria	Met <input type="checkbox"/>	Unmet <input checked="" type="checkbox"/>	

Findings of the Team:

Rubrics were available for all identified benchmark assignments.

Rubrics ranged from non-existent to outstanding.

For example: SERP 502 Assignment rubric 16-21 states: Students who do not pass the assignment will receive specific feedback and asked to correct their works.

Rubrics include multiple critical indicators within each identified element with the overall score of one (1) or zero (0) for each element.

For example:

Rubric 20 indicates the element: Intervention Implementation

However, the Intervention Implementation includes five (5) critical indicators:

- Baseline data

- Intervention data

- Reversal

- A graph of results

- Conclusions regarding effectiveness of intervention.

Students could fail the performance assessment and still pass the course. For example: benchmark assignments were equivalent to 125 points while the exams were worth 200 points.

Point values were assigned to rubrics, but the point values were not clearly defined for each performance level. For example: SERP 508

CBM and Application of a Word Identification and/or Fluency Model (3 performance levels-Poor, Average and Exceptional)

Data Collection (20 points)

Written Summary (40 points)

Mechanics and Structure (15 points)

Citation(s) in State Board Rule (if applicable):

Recommendation(s):

Provide staff professional development regarding design of rubrics.

Evidence used for decision:

- Syllabi

If Unmet, further action required:

Review and revise rubrics to clearly define criteria, performance levels and align point values to performance levels.

See requirements for extension of approval to five years for timeline for resubmission.



**FIELD EXPERIENCE(S)**

Meets field experience definition ("scheduled, directed experiences in a pre-K – grade 12 setting that occurs prior to the capstone experience") ARS R7-2-604	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	See comments below.
Requirements are clearly identified (embedded or stand-alone)	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
Alignment between course description, topics/objectives, competencies, benchmark assignments for coursework and field experiences and rubrics for coursework and field experiences	Met <input type="checkbox"/>	Unmet <input checked="" type="checkbox"/>	
Clearly identified criteria	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	

## Findings of the Team:

Inconsistencies in Step 2, Section B (Field Experiences) submission. B-1 indicates field experiences for SERP 507a and SERP 508. Course syllabi for SERP 507a and SERP 508 do not specifically indicate a field experience. However, the benchmark assessment is completion of a Case Report (SERP 507a). Two benchmark assignments (SERP 508) indicate a Management Interview with accompanying questions and CBM and Application of a Word Identification and/or Fluency Model. Section B-6 states that field experiences are not required prior to the capstone experience.

Concern: Lack of diversity of field experiences: K-6, 7-8, 9-12 and along delivery of services continuum.

## Citation(s) in State Board Rule (if applicable):

## Recommendation(s):

Field experiences need to be clearly identified in syllabi.

Review field experiences for diversity of placements.

Develop tracking system to ensure diversity of experience in field placements.

## Evidence used for decision:

- Step 2 Submission.

If Unmet, further action required:

Review Step 2, Section B Submission. Review and revise within 30 days of State Board approval.

### **EVALUATION INSTRUMENT(S) FOR FIELD EXPERIENCE**

Evaluation instrument tied to state standards	Met <input type="checkbox"/>	Unmet <input checked="" type="checkbox"/>	
Evaluation instrument tied to national standards	Met <input type="checkbox"/>	Unmet <input checked="" type="checkbox"/>	
Clearly identified criteria	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	

Findings of the Team:

#### Rubrics for SERP 507(a)

##### Assessment Case Report Evaluation Rubric(50 points)

8 components of the Case Study are clearly identified

3 performance levels are clearly identified (Excellent, Good, Needs Improvement)

Anchor statements for performance levels are not identified.

Point values for each performance level are not identified and reviewers were unable to align points with performance levels.

Components of Case Study Report were weighted (10 points for Description of Assessment Results and Interpretations and 10 points for Instructional Recommendations).

##### CBM Assignment Rubric (25 points)

5 Criteria were clearly identified.

Four performance levels were clearly identified (Poor, Fair, Good, Excellent)

Anchor statements for each performance level were clearly identified. However critical attributes of anchor statements were not consistently identified across performance levels.

For example: critical attributes for Plot the Data included:

Baseline data plotted correctly

Median score circled

Performance goal correctly plotted

Aimline correctly plotted.

Point values for each performance level are not identified and reviewers were unable to align points with performance levels.

### Rubrics for SERP 508

According to the syllabi for SERP 508, the student is to try 10 different instructional activities with students during the semester. For each of the ten (10) methods, write a one page summary that includes; a discussion of the method, your opinion of its effectiveness, and any ways you could modify or adapt the procedure.

#### Rubric for Application of Instructional Methods (50 points).

Each activity was worth 5 points.

Criteria reflected the components identified in the syllabi. Based on performance indicators, Column 2 should state: Opinion of Effectiveness based on specific evidence.

Point values for each performance level are identified as zero (0) or one (1). However, the reviewers were unable to align the points with the identified performance levels (5 points).

#### CBM Assignment Rubric (See comments above.)

Citation(s) in State Board Rule (if applicable):

Recommendation(s):

Revise rubrics to include clearly defined anchor statements for each performance level.

Review rubrics to ensure that critical attributes of anchor statements are reflected in each performance level.

Review point alignment to reflect identified performance levels on each rubric.

Evidence used for decision:

- Syllabi
- Step 2 Submission.

If Unmet, further action required:

Align field experience rubrics with State and National Standards.

## **STUDENT TEACHING**

Requirements are clearly identified	Met <input type="checkbox"/>	Unmet <input checked="" type="checkbox"/>	
Alignment between course description, topics/objectives, competencies, benchmark assignments for coursework and field experiences and rubrics for coursework and field experiences	Met <input type="checkbox"/>	Unmet <input checked="" type="checkbox"/>	

Findings of the Team:

Inconsistencies in documentation regarding State Board rule requirements were evident.

Citation(s) in State Board Rule (if applicable):

**R7-2-604.01 (C) (5):** Provide the Department with a program matrix that demonstrates that program coursework assessments, **field experiences and capstone experiences** align with relevant standards as articulated in R7-2-602 or R7-2-603 and with applicable national standards.

Recommendation(s):

Evidence used for decision:

- Course descriptions
- Syllabi

If Unmet, further action required:

Within 30 days of State Board approval, review catalog description and course syllabi (course description), website, promotional materials and all other documents to align with State Board rule (placement and credit hours). Submit revised documentation to ADE.

### **EVALUATION INSTRUMENT FOR STUDENT TEACHING**

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Evaluation instrument tied to state standards	Met <input type="checkbox"/>	Unmet <input checked="" type="checkbox"/>	
Evaluation instrument tied to national standards	Met <input type="checkbox"/>	Unmet <input checked="" type="checkbox"/>	
Clearly identified criteria	Met <input type="checkbox"/>	Unmet <input checked="" type="checkbox"/>	Performance levels are not clearly identified.

#### Findings of the Team:

The current Intern Competencies Evaluation Instrument is divided into three (3) categories: General Professional Competencies, Assessment Competencies, and Teaching Competencies.

Two performance levels are identified: Beginning and Advanced, but these levels are not clearly identified.

This evaluation instrument is not aligned to State and National Standards.

This evaluation instrument is not aligned to the evaluation instrument used by the College of Education.

#### Citation(s) in State Board Rule (if applicable):

**R7-2-604 (C) (2):** Provide the Department with a description of the field experience and capstone experience policies for the program being considered for Board approval. The review team shall verify that the field experience or capstone experience complies with relevant standards as articulated in R7-2-602 or R7-2-603 and relevant national standards.

#### Recommendation(s):

Utilize Student Teaching Evaluation Instrument from the College of Education.

#### Evidence used for decision:

- Course syllabi
- Step 2 Submission

If Unmet, further action required:

Within thirty days of State Board approval, align the internship evaluation instrument with State and National Standards and clearly identify performance criteria or adopt student teaching evaluation instrument from the College of Education.

## **PROGRAM MATRIX**

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The program matrix submitted does not assess candidate competency in meeting AZ and CEC standards. A separate matrix was provided for alignment to AZ Teaching Standards and CEC Standards by course at the standard and indicator level. Benchmark assignments were in bold, but the specific benchmark assignment was not indicated in the matrix. Artifacts and evidence provided in the program review matrix should align with identified benchmark assignments in coursework. For example, the benchmark assignments identified in SERP 507a are:

Written assessments (WJIII, TOWL, curriculum based assessment) and

CBM Probes and Progress Monitoring.

Review and align course syllabi, assessment matrix and program matrix within 30 days of State Board approval.



**ASSESSMENT DATA**

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Three years of data or Assessment Plan assessing candidate's competency in meeting state and national standards	Met <input checked="" type="checkbox"/>	Unmet <input type="checkbox"/>	
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Findings of the Team:

An assessment plan for determining candidate and program competency was included in the Step 2 Submission.

Citation(s) in State Board Rule (if applicable):

Recommendation(s):

Evidence used for decision:

If Unmet, further action required:

## **RECOMMENDATION TO THE STATE BOARD OF EDUCATION**

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- ☒ **Two (2) Year Approval**
- **New Program**

**To extend the valid program approval to five years**, the institution must submit to the Arizona Department of Education no later than 90 days prior to the expiration of the program approval the following documents:

- Coursework sequence;
- Coursework syllabi that align with State and National Standards and Indicators;
- Coursework syllabi that identify benchmark assignments with corresponding rubrics for assessing candidate's competency
- Updated program matrix that provides evidence of how state and national standards are being addressed related to coursework, field experience and assessments to determine a candidate's competency in meeting the standards;

One year of data related to candidates' competency in meeting the standards based on coursework, field experiences and assessment identified in the program matrix.